

Obstacles and Solutions to English Public Speaking from EFL Students' Voices: A Case at Can Tho University, Vietnam

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Abstract. *This research was conducted with the aim of clarifying the obstacles that existed in public speaking skills of students who were majoring in English studies, Department of English Language and Culture, School of Foreign Languages, Can Tho University (CTU), including 100 participants. Using the descriptive method, the questionnaire was designed with two separate sections to collect students' opinions about difficulties and solutions towards English public speaking (EPS). The collected data would be encoded and put into SPSS 22.0 program for analysis and statistics. The findings illustrated that the obstacles mainly came from the lack of English speaking environment, limited vocabulary knowledge and low-self confidence. From careful analysis of the above limitations, the corresponding solutions were proposed to pose some pedagogical implications for students, classroom teachers, school administrators and educators as well.*

Keywords: *obstacles, solutions, English public speaking, EFL students, Can Tho University*

1. INTRODUCTION

1.1. Rationale

In the context of strong globalization, proficient use of a global language becomes more devastating than ever. Many studies have shown that learning a language means learning to use it in multi-purpose communication and understand it in a certain context. A language should be used to understand and be understood correctly, especially when we communicate with others. In that case, public speaking is considered as an indispensable element. The purpose of public speaking can range from simple information transmission, to motivating people to action, simply telling a story. According to Harmer (2007) and Pourhosein Gilakjani (2016), human communication is a complex process. Persons need communication when they want to say something and transmit information. A good orator will be able to change the feelings of the listener, not only informing them. Khamkhien (2010) agrees that speaking skill is the most important aspect in learning a second language. These statements have been supported by Baker and Westrup (2003) who said that learners who speak English very well can have greater chance for better education, finding good jobs, and getting promotion.

Therefore, learners of English as a second language, especially EFL (English as a foreign language) students, must be able to speak English in public. Especially in developing countries, improving the ability to communicate in English in young people is necessary to promote integration with the world. In the four skills, speaking skills in general and public speaking skills in particular are often underestimated and ignored. Richards and Rodgers (2001) stated that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills. For example, in the Grammar-Translation method, reading and writing were the

important skills and speaking and listening skills were not of great significance. According to Ur (2000), of all the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication. The reason for this situation is that most learners focus on grammar for the only purpose of the paper test. In Vietnam, it is easy to find a student who is grammatically excellent, however, finding a friend who can speak fluently in public will take longer. Therefore, we need to recognize the importance of English speaking skills in English so that we can detect the reasons and solutions for poor English communication ability in Vietnam in general and specialized students at CTU in particular. In this study, difficulties will be investigated from academic learners and from collected data; the solutions will be proposed to solve obstacles of English public speaking.

1.2. Research aims and questions

In this paper, the obstacles or difficulties as well as mistakes in public speaking in English that the third year students in CTU often face would be clarified. From then, the corrective measures will be proposed to improve the English common ground for not only student at CTU but also those from the Mekong Delta region, Vietnam with the main two questions: (1) What are the EFL students' obstacles in English Public Speaking? and (2) What are some suggested solutions towards English Public Speaking?

2. LITERATURE REVIEW

2.1. What English Public Speaking (EPS) is.

Howarth (2001), and Abd El Fattah Torky (2006) define speaking as a two-way process including a true communication of opinions, information, or emotions. Public speaking (also called oratory or oration) is the process or act of performing a speech to a live audience. Public speaking is commonly understood as formal, face-to-face speaking of a single person to a group of listeners. Traditionally, public speaking is considered to be apart of the art of persuasion. The act can accomplish particular purposes including to inform, to persuade, and to entertain. Additionally, differing methods, structures, and rules can be utilized according to the speaking situation. Brown (2001) argues that "Speaking skills is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the listeners".

Public speaking also considered the process of communicating information to an audience. It is usually done before a large audience, like in school, the workplace and even in our personal lives. The benefits of knowing how to communicate to an audience include sharpening critical thinking and verbal/non-verbal communication skills.

2.2. What English as a Foreign Language (EFL) is.

EFL is an abbreviation for "English as a Foreign Language". This is mainly used to talk about students (whose first language is not English) learning English while living in their own country. (For example, a Chinese person learning English in China.) English as a Foreign Language, or EFL, refers to learning and using English as an additional language in a non-English speaking country.

2.3. Factors causing obstacles in EPS to EFL learners

Communication is believed to be an integral part of everyday life regardless of what form it could be. The truth is that having a language makes us distinguished from other co-existing creatures. Different from everyday conversations, speaking in front of a crowd has more impact on the development of society. From trading, doing business, signing contracts to promoting, especially in politic campaigns, public speaking plays a vital role. Unfortunately, public speaking, especially in English, is a skill that requires more than sound emulation and not everyone can be an excellent speaker.

Luckily, there has been a lot of research done from many researchers around the world to have a closer look at what are the difficulties of English public speaking:

Second language learners tend to be more vulnerable to criticism and negative evaluation than in other subjects because the chances of making mistakes in using the language are much greater (Tsui, 2001). The implication is thus that speaking practice can help expose gaps in learners' vocabulary and grammar and pronunciation and eventually improve their oral fluency. A corollary of this argument is that anyone who wishes to speak a second language must learn the grammar and vocabulary of the language, and master its sounds (Fulcher, 2003).

Given the teacher-dominated teaching style prevalent in some lectures reported above, innovative instructional methods are also needed to encourage a shift from a product-oriented, transmissional approach to one that is more process-oriented and learner-centered, as the latter can enable us to create the conditions under which learners may acquire the speaking skills they need in and outside the classroom. (Fulcher, 2003). The advantage of this kind of group work is that it allows the use of English in a low-risk environment and makes students become less dependent on the teacher and more dependent on the group for their learning, and thus builds their self confidence in using English for meaningful communication. This type of learner-centred learning activity clearly meets the students' desire for an active speech role in lectures and tutorials expressed in the interviews.

Other researchers (Littlewood, 2007; Carless, 2006) observe that some secondary school English teachers in Asia often lack confidence in conducting communication activities in English because the teachers themselves feel that their own proficiency is not sufficient to engage in communication or deal with students' unforeseen needs.

Moreover, gaps in lexical knowledge can seriously compromise spoken fluency (Hilton, 2007). Liu and Jakson (2008) claimed that lack of vocabulary was considered as a major obstacle in Chinese English speaking community. Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners and they are still incompetent in communicating orally in English.

Consequently, Richards (2010) rates language proficiency as the most important skill among the ten core dimensions of expertise in language teaching. Richards further outlines ten specific language competencies that a language teacher needs in order to teach effectively: 1) competence to provide good language models; 2) competence to maintain use of the target language in the classroom; 3) competence to maintain fluent use of the target language; 4) competence to give explanations and instructions in the target language; 5) competence to provide examples of words and grammatical structures and give accurate explanations (e.g. of vocabulary); 6) competence to use appropriate classroom language; 7) competence to select target-language resources (e.g. newspapers, magazines, internet websites); 8) competence to monitor his or her own speech and writing for accuracy; 9) competence to give correct feedback on learner language; 10) competence to provide input at an appropriate level of difficulty. Clearly, each of these language competences is closely related to a teacher's ability to speak the target language fluently and confidently in classroom. It can be assumed that the students' perceived speaking problems and difficulties will have an impact on their teaching when they actually start to teach.

However, as Richards (2010) observes, insufficient attention has been given to the issue of language proficiency in many teacher-preparation programmes. Richards (2010) also argues that language proficiency not only makes contribution to teaching skills, it also leads to enhanced confidence in teachers' teaching ability and an adequate sense of professional legitimacy; whereas, Zhengdong (2012) stated in his research that the obstacle for EPS mainly come from: inadequate vocabulary, grammar as a stumbling block, imperfectly learned pronunciation and intonation, inadequate opportunities to speak english in class, lack of a focus on language improvement in the curriculum and input-poor environment outside class.

Most recently, Samira (2014) claimed in her work, "There are five main factors that contribute to the existence of these speaking difficulties: teachers' perceptions and tacit beliefs of teaching speaking, teaching strategies, curriculum, extracurricular activities, and assessment regulations." (p.15)

From what was presented in previous studies, what are the enemies of public speaking was clarified and classified.

2.3.1. Internal obstacles

2.3.1.1. Lack of confidence

One's degree of confidence, called self-confidence, is the trust or faith that they have in themselves and their abilities. Self-esteem is the opinion they have of themselves. Realistic feelings of confidence and positive self-esteem affect how a person think and act. Having self-confidence does not mean that they can do everything. Self-confident people have expectations that are realistic. Even when some of their expectations are not met, they continue to be positive and to accept themselves. Lack of confidence in speaking English in front of a crowd can be interpreted as a learner who is afraid that he will make mistakes, thus becoming reluctant to or unwilling to express himself through a speech. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners (Bashir, Azeem, & Dogar 2011). According to Woodrow (2006), anxiety has a negative effect on the oral performance of English speakers learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language. The above sentences supported by Merisuo-Storm (2007) that just communicative competence is not sufficient for learners to improve their speaking skill. Without positive attitudes and confidence towards the speaking performance, the aim of speaking will not be obtainable for learners.

2.3.1.2. Inadequate vocabulary storage

Vocabulary, as one of the language components, it is an important component for students to be learned since it builds up communication. People cannot send their message or express ideas to others, nor can they grasp what other people say if they do not master vocabulary. Vocabulary is the basic element of language that will make language meaningful. It implies that more vocabulary people learn, the easier they express their ideas. Therefore, vocabulary is a must in learning a language in general and in EPS in particular. We can conclude that vocabulary is very important in a language because vocabulary is one of the language components in English. It is supported by Adayleh (2013) that "not being able to find the words you need to express yourself is the most frustrating experience in speaking another language". Additionally, Biber (2007) suggests that some academic speaking skills such as giving an oral presentation or participating in classroom discussion requires a much broader range of vocabulary knowledge. Thus, it can be understood that having a abundant and accurate vocabulary plays a vital role in conveying a certain content in front of many audiences.

2.3.1.3. Deficient grammatical structures

Zhengdong (2012) stated in his research that grammar as a stumbling block is one of the main the obstacle for EPS. Grammatical competence can help speakers apply and perceive the structure of English language correctly that leads to their fluency (Latha, 2012). Native speakers say what they want without having any problems because they are familiar with the language. If they have problems in expressing some concepts, they try to use other ways of telling those things. They may make certain mistakes syntactically but these mistakes do not change the meaning of the sentences they want to express and this does not create serious problems for the listeners to comprehend them. On the other hand, the mistakes non-native speakers commit are those that change the meaning of utterances they want to convey and can create some problems for their English public speaking (Mahripah, 2014).

2.3.1.4. Shyness

Shyness (also called diffidence) is the feeling of apprehension, lack of comfort, or awkwardness especially when a person is around other people. This commonly occurs in new situations or with unfamiliar people. Shyness can be a characteristic of people who have low self-esteem, or just because they are afraid of making mistakes and being laughed at. Goddard (2003) indicated in his study that the personal characteristics of learners play an important role in their academic success. Also, Mahdi (2015) pointed shyness out as a major reason for problems in English speaking activities. Due to the fact that committing mistakes is a natural process of learning a language, it certainly causes potential threats to one's ego. These threats disappoint the learners to talk English and prefer to be silent rather than being criticized in front of a large number of people (Brown, 2000). Risk-taking is pertinent to inhibition and self-respect. EFL learners who have a low self-respect tend to stop taking a risk of committing mistakes in their speaking tasks which resulting in the inhibition to the betterment of their speaking skill (Mahripah, 2014).

2.3.1.5. Lack of motivation

Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. On parallel, motivation is an internal process that directs and maintains behavior. Motivation is an internal process that can cause someone to move towards a certain goal. Lack of motivation in speaking in English is not having be interest in participating in class speech activities as well as in a crowd or not recognizing the importance of EPS skills, from which results in indifference of the learners. Dil (2009) in his study report that unwillingness or lack of motivation during English Speaking process are considered two of the biggest obstacles for EFL learners.

2.3.2. External obstacles

2.3.2.1. No class speaking chances

When the phrase "not having the opportunity to speak in class" is mentioned, it means that classes often focus more on academic activities than public speaking skills. This issue also comes partly from shyness and embarrassment as well as indifference from learners' towards speaking opportunities in advance. Milner, Milner & Mitchell (2012) claims that oral language practices only take place for about 5% of daily class time in a typical English classroom.

2.3.2.2. No focus on improving EPS in curricula

For learners, the curriculum acts as a solid skeleton for all storage activities, in this case, acquiring knowledge. Indeed, the curriculum has a tremendous impact on the learning process of learners. If the curriculum lacks an emphasis on developing EPS skills for learners, it is certain that difficulties will block their path to successfully being a powerful speaker. Rabab'ah (2005) state that if teaching strategies do not have emphasis on speaking, it would result in a meager development of this skill.

2.3.2.3. No English speaking environment

An English-speaking environment where mother tongue is not used as the prevailed language, especially in countries English used as a second language. When some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them (Tuan & Mai, 2015). Creating an environment that uses English as the primary language is important for EFLs because it is the frequently linguistic exposes that will enable the learners to be trained and to improve their speaking skills.

2.3.2.4. Inefficient strategies from instructors

It can be said that the teacher is the leader of a class. Asher (2003) supports the idea that very soon after teachers model the language, learners like to imitate what have been said. Therefore, one of the biggest obstacles that English language learners might encounter is the lack of effective guidance from teachers. When this situation

emerges, it is often that the class participants receive little timely editing as well as a contributing comment from the instructor. Atallah (2016), after conducting his research, reported that it is clear that most of the instructors concentrate on teaching grammar, reading, writing more than teaching speaking, which cause a defect in students' learning English speaking skills. Baker and Westrup (2003) support the above statement and said that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

2.3.2.5. No assessment regulations

It is believed that practice makes perfect. In fact, the knowledge and skills of EPS that learners acquire in class will become worthless if there is no reiterations. It is through tempering that knowledge will penetrate deep into the subconscious, from which learners can build language reflexes with public speaking. Mahdi (2015) concluded in his qualitative study that lack of practice is one of the main reasons for the difficulties in English speaking skill. According to Mazouzi (2013), classroom practice can help learners develop their communicative competence because they allow students to know how the language system works appropriately. Obviously, assessment regulations are the golden key to a proficient speaker.

2.4. Suggested solutions from previous researches

Meanwhile, at the institutional level, it is recommended that efforts be made to ensure that adequate exposure to English takes place on campus. Students should also be encouraged to organise extra-curricular activities using English such as dramas or shows performed in English so that students can be helped to become aware that a better communicative command of English will not only allow them to communicate with a wider range of people but also provide them with greater opportunities for work and study and pleasure and enjoyment in their personal lives (Education Bureau, 2011)

Thanks to researchers and their merits, many presenters could know where their difficulties lie. However, another problem emerges: initial work in this field focused primarily on difficulties in general speaking, not EPS. Furthermore, compatible solutions were not proposed in mentioned studies. As a result, there is still a significant demand to conduct a more specific research about obstacle of public speaking in English, from which appropriate keys to deactivate the problems would be suggested. Last but not least, this research is conducted with an aim at exploring the case in the context of Mekong Delta, which provides educators with a more visible reality and more reliable resolutions.

3. RESEARCH METHODS/METHODOLOGY

3.1. Design

In this study, both quantitative methods and qualitative method were applied. Firstly, the questionnaire was designed in form of many different qualitative questions. Next, the collected data would be quantified so that it could be easily counted.

The questionnaire was delivered to the 3rd and 4th year students of the foreign language department. After data were collected, it would be imported into SPSS statistics software to understand the difficulties as well as propose compatible solutions for existing problems. The questionnaire included two separated part: part A and part B.

The first part has a mission to detect the participants' perceptions about English public speaking in general. Part B aimed at collecting the students' opinion about their obstacles, motivations and solutions for EPS more particularly. The last question in this part was inserted to collect their personal outlooks, from which educators can make improvement for the mutual benefits.

3.2. Participants

In this survey, 100 participants in their third or fourth year were randomly selected, all of whom were English language majored students. Out of 100 participants, there are 68 females and 32 males, 42 third year students and 58 fourth year ones.

3.3. Instruments

In order to answer the questions, the researchers used a questionnaire to collect quantitative data on students' difficulties in English public speaking skills.

3.4. Data collection

The questionnaire in print format was distributed to 100 students within 2 weeks. The questionnaire consisted of 25 questions on Likert's scale varies from 1-5 (1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree). These 25 sentences intended to provide particular references to participants. The data entry and analysis process would last for 4 weeks thereafter. In this study, SPSS software version 22.0 (Statistical Package for Social Sciences) would play a major role in turning data into quantitative form. From week s10 to 14, data synthesis and reading process would be implemented.

4. RESULTS AND DISCUSSION

4.1. Demographic data

The first item in the questionnaire was considered as the year of the year as well as the gender of the participants. These were qualitative information which would be encoded as follow:

Sex: (Female=0; Male=1)

Year: (Junior=0; Senior=1)

Table 4.1. Gender

Sex	Frequency	Percent
Male	68	68,0
Female	32	32,0

The results indicated that the number of female students was majority (68%). Because the language major belonged to sociology, there would be a huge difference between the two sexes.

Table 4. 2. Year

Year	Frequency	Percent
Junior	42	42,0
Senior	58	58,0

Table 4 .2 showed that the number of fourth-year students accounted for 58 percent which was a fairly balanced score. The proportion revealed that trust in the results in the following sections was quite high because compared to first year and second year students, third and fourth year students would have a better view of EPS.

4.2. Questionnaire rating scale items

The data of items from 1 to 25 were encoded as rule below:

Strongly Disagree (SD)=1; Disagree (D)=2; Neutral (N)=3; Agree (A)=4; Strongly Agree (SA)=5

As for the level of approval section, first, it was crucial to consider the Cronbach's Alpha index. In the statistical software called SPSS, this index had to be more than 0.4, then the results after analysis would be considered as highly reliable.

Table 4.3. Cronbach's Alpha

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,730	,720	25

The Cronbach's Alpha value showed in Table 4. 3 is 0,73, which indicated that not

only were the results highly reliable, but also proved that the scale values in the questionnaire used in this study were realistic and highly applicable.

Table 4. 4. The positive perception in EPS

Statements	SD	D	N	A	SA
1. When giving an English speech in public, I can speak with no/few mistakes.	8	27	40	19	6
2. When facing an unfamiliar/hard topic, I can manage to speak fluently.	2	33	45	20	0
4. I know how to use appropriate languages in different situations.	0	7	41	39	3
7. I think that my pronunciation is good enough for the listeners to understand what I am saying.	4	4	24	54	14
10. I have no fear making mistakes sometimes because it is the motivation for me to improve my EPS skills.	3	14	19	50	14
17. I think that being stressful before our speeches is natural and we do not need to worry too much about it.	2	17	15	46	20
20. I think public speaking in English is very crucial for my future career.	2	0	45	36	44
24. I think the more opportunities I have to participate in public speaking activities, the better I can perform in my presentations.	1	1	8	45	45
Total	2,7	12,9	26,3	338,5	519,6

In this section, items were designed in a positive trend on issues of public speaking skills such as vocabulary, grammar, pronunciation, fear of presentation as well as pressure of ESP. There was a general tendency that a majority of participants had confidence for EPS (58,1%). On the contrary, 15,6% students shared the same thoughts that they had adequate English public speaking skills. Besides, many of them (26.3%) confused about their capabilities of presenting a speech in English

Table 4.5. The negative perception in EPS

Statements	SD	D	N	A	SA
3. I usually feel nervous when giving a speech in English among a big crowd.	7	13	28	39	13
5. I am afraid of strange or new topic because I do not have enough vocabulary to express my ideas.	1	19	12	55	13
6. I start to panic when I have to make a speech without preparation in advance.	1	14	32	43	10
8. I am afraid that everyone will laugh at me and judge me when I make mistakes.	13	26	30	21	10
9. I find it hard to keep eye-contact with the audience during my speech	7	48	20	21	4
13. I want to speak as little as possible because I feel shy when during my speaking.	17	42	16	17	8
14. Even if I am well-prepared, I still feel anxious about speaking English in public.	5	22	23	39	11
15. I find the size of the crowd can affect my confidence and comfort levels in my English public speaking performance.	3	12	27	47	11
18. I think daily conversations are easier than making a speech in front of a lot of people.	3	3	19	51	24

19. I think that keeping audience's attention for the whole speaking time is difficult.	1	15	24	42	18
21. I am afraid of forgetting something or the next ideas that I am going to say.	1	13	27	47	12
23. I feel worried about answering the questions or feedbacks from the audience (classmates, teachers,) after my speech.	5	32	21	30	12
Total	5,3	21,6	23,3	37,7	12,1

From what was observed earlier, it could be predicted that not many people had problems speaking in public, in other words, the proportion of people who disagreed with negative comments would prevail over other groups. Nonetheless, the results illustrated a completely unexpected thing: the percentage of participants agreeing with negative comments was highest compared to the proportion of people who disagreed and who had neutral opinions, respectively 49,8%, 26,9% and 23,3%.

Table 4.6. Students' desires in EPS

Statements	SD	D	N	A	SA
I am seeking for some effective strategies to overcome my fear of English public speaking.	2	6	29	53	10
I need encouragement from my instructors to feel free to speak in front of the class.	5	15	30	40	10
I have always wanted to improve my EPS skills but I do not know how to do it right.	0	20	22	41	17
Total	2,3	13,7	27	44,7	12,3

As Table 4.6 illustrated, the number of the students agreed that they were endeavoring improvement in their EPS skills constitutes approximately twice as much as the number of the students misperceive with this idea, at 57% and 27% respectively. Besides, many of them (16%) had neutral opinion about their desires in EPS skills.

Table 4.7. Students' opinions about the origins of obstacles for EPS

Statements	SD	D	N	A	SA
11. I believe that difficulties in EPS mainly come from the internality.	1	7	46	44	2
12. I believe that obstacles in EPS largely originate from the externality.	2	22	47	27	2

The most striking thing in this result table was that the number of people who were unsure of the origins for the EPS difficulties comprised the highest percentage. Specifically, there are approximately 46,5% students admitte they can not recognize whether the obstacles for EPS came from the externality or the internality. Just 35% of students admitd the difficulties of EPS trace it got back to the externality, whereas the remaining (18,5%) believed in the conflicting idea.

Table 4. 8. Students' motivation for improving EPS skill

Motivation	Frequency	Percent	Valid Percent	Cumulative Percent
For better competence in finding a good job	49	49,0	49,0	49,0
For better fluency in communicating with others	31	31,0	31,0	80,0
For greater English proficiency to prepare for lateral academic uses	20	20,0	20,0	100,0
Total	100	100,0	100,0	

In the Motivation section, there were three options for the participants to choose. The data was encoded into quantitative value by this rule:

(For better competence in finding a good job=1; For better fluency in communicating with others=2; For greater English proficiency to prepare for lateral academic uses=3)
The figures shown by this table indicated that the driving force accounted for the highest percentage of the 100 people surveyed is "For better competence in finding a good job".

This exactly matches the figures in Table 4. 4, sentence 20, when 80% of people surveyed agreed that "I think public speaking in English is very crucial for my future career."

Table 4. 9. Discriptive Statistics of Obstacles in EPS

	Obstacle No 1	Obstacle No 2	Obstacle No 3	Obstacle No 4	Obstacle No 5	Obstacle No 6	Obstacle No 7	Obstacle No 8	Obstacle No 9	Obstacle No 10
M	2,73	2,62	3,19	3,07	3,39	3,08	2,78	2,60	3,13	3,32
N	100	100	100	100	100	100	100	100	100	100
S	1,420	1,332	1,361	1,402	1,442	1,433	1,397	1,504	1,315	1,370

There were ten options for the question "What are the obstacle for EPS that you might have?". The first five options belonged to Internal Obstacles, which was lack of confidence, inadequate vocabulary storage, deficient grammatical structures, shyness and lack of motivation(equal to Obstacles 1, 2, 3, 4, 5, respectively). Next, the External group consisted of no chances to speak in class, no focus on improving EPS in curriculum, no English speaking environment, inefficient strategies from instructors and no assessment regulations(equal to Obstacles 6, 7, 8, 9, 10, respectively). The participants were asked to rank these obstacles from 1 to 5, equal to "*biggest to smallest*" among their group. Then, the data were inputed to SPSS using the number given by the student.

Table 4. 9 displayed a fact that the lower the Mean of one certain obstacle was, the more students considered that obstacle as their biggest problem. Among five items in Internal group, "inadequate vocabulary storage" prevailed the situation by ranked the lowest mean=2,62. On the other hand, the External group was dominated by mean of "no English speaking environment" which was 2,6. It can be concluded that there are two major difficulties for ESP: "inadequate vocabulary storage" and "no English speaking environment".

Table 4. 10. Discriptive Statistics of solutions (So) chosen by students

	So 1	So 2	So 3	So 4	So 5	So 6	So 7	So 8	So 9	So 10
M	,46	,80	,64	,45	,41	,58	,26	,75	,36	,48
Median	,00	1,00	1,00	,00	,00	1,00	,00	1,00	,00	,00
SD,501	,402	,482	,500	,494	,496	,441	,435	,482	,502	

To answer the question: "Which of these solution might you think that are the most helpful and suitable to eliminate your difficulties?", there were ten options for the participants to choose, equal to Solution 1 to 10 respectively: "Teachers should motivate students to speak in class and allow them to make mistakes without punishment", "Practicing public speaking in the classroom more frequently, both individually and in groups", "Widening your vocabulary storage for use of presenting different topics", "Enhancing grammatical knowledge for better English structures in your speech", "In lessons time, both instructors and learners should avoid using their mother tongue as much as possible", "Attending English public speaking clubs or workshops for further practice and experience exchanges", "Receiving more encouragement and support from teachers and classmates to overcome shyness", "Improving your pronunciation to feel more confident while presenting a topic", "Getting exposed to English as much as possible to have quick response in English speaking", "Rehearsing the prepared material several times before making a speech in English to have more fluency". For each option, whether it was chosen or not, it will be encoded: (Yes=1; No=0).

5. CONCLUSION

5.1. Summary of the results

In the previous parts, the trend of choice from students was clearly shown. It must be recognized that the main difficulties of students at CTU are also the difficulties that EFL students around the world face every day. Issues such as lack of environment to promote EPS skills, lack of words to express personal opinions have existed for a long time. Therefore, it is not easy to eliminate these obstacles. The majority of participants agreed that their main motivation for improving EPS was to be able to find a good job after graduation. Besides, the students also agree that there needs to be a change from many aspects so that the academic environment will have more powerful speakers.

5.2. Discussions

In the previous chapters, the difficult problem in EPS was carefully presented. As in previous documents, obstacles in public speaking using English include 10 main factors. There are two factors that are more noticeable: lack of a second language environment and limited vocabulary. This is true of suggestions from previous works.

Nevertheless, employed in the different context, this study is valid and practical for EFLs as well as teachers from CTU. Moreover, in this study, the factors that strongly influence the process of acquiring EPS such as: motivation, effective solutions and changes to be implemented are implemented in a methodical way. The students who participated in the survey brought a new perspective: to be able to overcome the barriers to becoming an elite speaker, they needed an English speaking environment to immerse themselves in, practice speaking English as much as possible, regardless of the form of group or individual work.

Hopefully, from what has been clarified, positive changes from both learners and teachers will be made. Improvements and improvements are expected to be seen in the near future.

5.3. Conclusion

After a long process of analysis from many perspectives, it can be concluded that: for students, the difficulty in EPS stems from both objective and subjective factors. From the perspective of the learner, the biggest difficulty is the lack of vocabulary, and

this is the problem that comes from the person himself. Another more objective obstacle is the lack of an English speaking environment which requires the cooperation of many human resources to meet the needs of EFLs.

Most learners believe that EPS skill is very crucial in the future competition in the job market. Therefore, they understand its importance and always desire to upgrade their public speaking skills in various ways. They also expect some adjustments from the school and the teachers. More extracurricular activities in the English environment need to be organized so they can acquire the English language in spoken forms more profoundly (64%). An English rhetoric competition is something that nearly 60% of respondents long for. Last but not least, an emphasis on improving EPS skill in the curriculum is what 39% of participant expect.

5.4. Pedagogical implications

It is proposed in this study that more extra-curricular activities are organized so that students have the opportunity to experience EPS. Next is an English rhetoric contest that needs to be organized every year so that students can participate and demonstrate, cultivate themselves. Finally, the curriculum needs a lot of focus on teaching EPS skills. All mentioned items are expected to be a small guide for trainers. From then, they could apply these results to the teaching process, contributing significantly to helping raise the EPS skill's capacity of CTU students in particular and the whole Mekong Delta region in general.

5.5. Limitations

Besides the positive results obtained, some shortcomings still remain in this study. First of all, because of time constraints as well as budget shortages, further interviews were not conducted. In addition, the participants of the survey were completely randomly selected so negligence, whether more or less, in their answering the questionnaire was inevitable. Hopefully, the results illustrated in this paper would be the foundation and premise for the following projects which are promised to be carried out on a larger scale and with higher objective accuracy.

Acknowledgments

The authors would, first and foremost, like to express their sincere thanks to lecturers at Can Tho University (CTU) Vietnam, from School of Foreign Languages (SFL), and especially those from School of Social Sciences & Humanities (SSSH), Can Tho University, CTU, for their teaching and supervisions towards the Bachelor (BA) and Master (MA) Programs in Teaching English to Speakers of Other Languages (TESOL), the English Studies and Translation and Interpretation Programs as well,. Secondly, their great thanks would go to EFL teachers and junior and senior English-major students, in the Mekong Delta Vietnam for their kind co operations to the research through the questionnaire. And last but not least, their great and deep thanks would go to the organizing board of *The First International Conference on Government Education Management and Tourism (ICoGEMT) 2021*, for this paper to be published in its proceedings to world readers, especially those interested in teaching and learning English in Vietnamese high school and higher education levels on the path towards the global environment.

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